

Childminder report

Inspection date: 21 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happily engaged in activities at this relaxed and caring home-from-home childcare setting. The childminder works closely with a co-childminder and an assistant. They plan their curriculum together, with a focus on supporting children's confidence and learning. Children eagerly explore the water tray, working together to pump water and catch it in a cup. Children have made secure friendships, and they chatter and giggle together as they play. Behaviour is generally good, and when there are disagreements, the childminder, co-childminder and assistant are consistent in their support to children, modelling good behaviour. The childminder is ambitious for children. He observes their play and interacts to help them learn. For example, he shows them how a water pump works. Children are motivated, and they concentrate well.

There are lots of opportunities for physical exercise. Children enjoy a daily 'Wake up, shake up' movement activity, and they use their large muscles outside to climb and slide. Children develop their physical skills. The setting is secure, and children are reminded about safety. For example, they are reminded to hold an adult's hand near roads. This helps to keep children safe on regular trips out.

What does the early years setting do well and what does it need to do better?

- The childminder follows children's interests in planning the curriculum and activities. For example, children are currently fascinated with farm animals, so activities, games and songs link into this interest. Children remain engaged and engrossed in their play and learning.
- The childminder self-evaluates the provision. For example, he has recently adapted the environment following training. He notes the positive changes this has made to children making independent choices in play. The childminder understands the need for continual professional development and is consistently involved in opportunities to further his learning to support the children in his care.
- Songs are used throughout the day to support language development. Children sing along and those with less language hum and dance. Children copy the actions, smiling with delight. Trips to the library and reading books further develop children's language as they hear stories and repeat familiar phrases in books. Children develop well in their communication and language skills.
- The daily routine helps children to know and anticipate what is happening in their day. This helps them to feel secure and increases their sense of belonging. Regular circle times help children to engage in a group. They discuss the days of the week, the weather and topics such as colour and shape. Children learn to sit in a small group, to listen and to take turns. Children are well supported as they prepare for the transition to pre-school or school.

- Children are encouraged to count often during the day. Children, including young children, count well when pointing to objects. Pre-school children have developed the skills to 'add one more' onto a number. Children are developing early mathematical skills. However, sometimes, the childminder anticipates the problems a child may encounter in play and problem-solves for them. On these occasions, children are not given the opportunity to develop their thinking and problem-solving skills.
- Children generally behave well. When difficulties do arise, the childminder swiftly and calmly intervenes. He encourages children to think about how their behaviour makes their friends feel. The childminder's current professional development is focused on further developing skills and knowledge to promote positive behaviour. Children listen well and learn how to share.
- Children are safe and well supervised throughout the day. The childminder, co-childminder and assistant work well together to ensure the children are safe. For example, they communicate when moving around the setting so that children are always supervised. Hygiene routines are in place. Children know to wash their hands after playing outside, after toileting and before meals. Children learn self-care skills. and they develop their independence.
- Partnership work with parents is very good. The childminder is dedicated to finding appropriate activities for parents to continue children's learning at home. Parents say they find this supportive. They proudly comment on the improvements their children make and send the childminder clips of their children as they achieve activities at home. Children have consistency between the childminder's setting and home. They make good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows his role and responsibilities in keeping children safe from harm. He is aware of the signs and symptoms of abuse and knows what to do should he be concerned about a child's welfare. He communicates regularly with his co-childminder and assistant to keep children's care consistent. They all attend regular safeguarding training to keep their knowledge current. The setting is secure, and the play areas are free from hazards. The childminder has a current paediatric first-aid certificate and knows how to administer first aid. The childminder considers safety when out on trips, for example reminding children about road safety.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- allow children sufficient time to test and problem-solve, to develop their thinking and problem-solving skills.

Setting details

Unique reference number	2640713
Local authority	Oldham
Inspection number	10260132
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. He lives in Oldham and operates from 7.30am until 6.30pm, Monday to Friday, all year round, with the exception of family holidays. The childminder works alongside a co-childminder and their assistant. He offers funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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